

IKA – GRADING AND REPORTING

Under the leadership of the Superintendent, the school administration, faculty, staff, and Community Council (where it applies to Souhegan only) will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook.

The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, and other relevant stakeholders and audiences.

All grading and reporting practices in the School District will reflect the following design characteristics:

1. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
2. The grading system will measure, report, and document student proficiency against a set of clearly defined competencies and learning targets developed by the administration, faculty, and staff based on state standards.
3. Performance assessments will be used as a primary means of assessment to determine mastery.
4. The grading system will measure, report, and document academic progress and achievement separately from habits of work (Work Study Practices) and behaviors.
5. The grading system will ensure consistency and fairness in the assessment of learning within and across grade levels.

Legal References:

Ed 306.14 Basic Instructional Standards: (a) The local school board shall require that each school has an instructional program which includes the following: (2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193-C:3;

Ed 306.24 Assessment: (a) The local school board shall require that each school: (1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards

AMHERST, MONT VERNON, and SOUHEGAN POLICY

Ed 306.26 Kindergarten. Grade 8 School Curriculum: (a) The local school board shall require that in each school there is: (2) An instructional program that includes:
d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies;

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program: (a) The local school board shall require that no later than July 1, 2016, the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following: (3) The instructional program shall include: d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies;

(r) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

Adopted: November 30, 2020 (Souhegan)